

**The
Washington School
For Boys**



Washington, D. C.

Year-Book

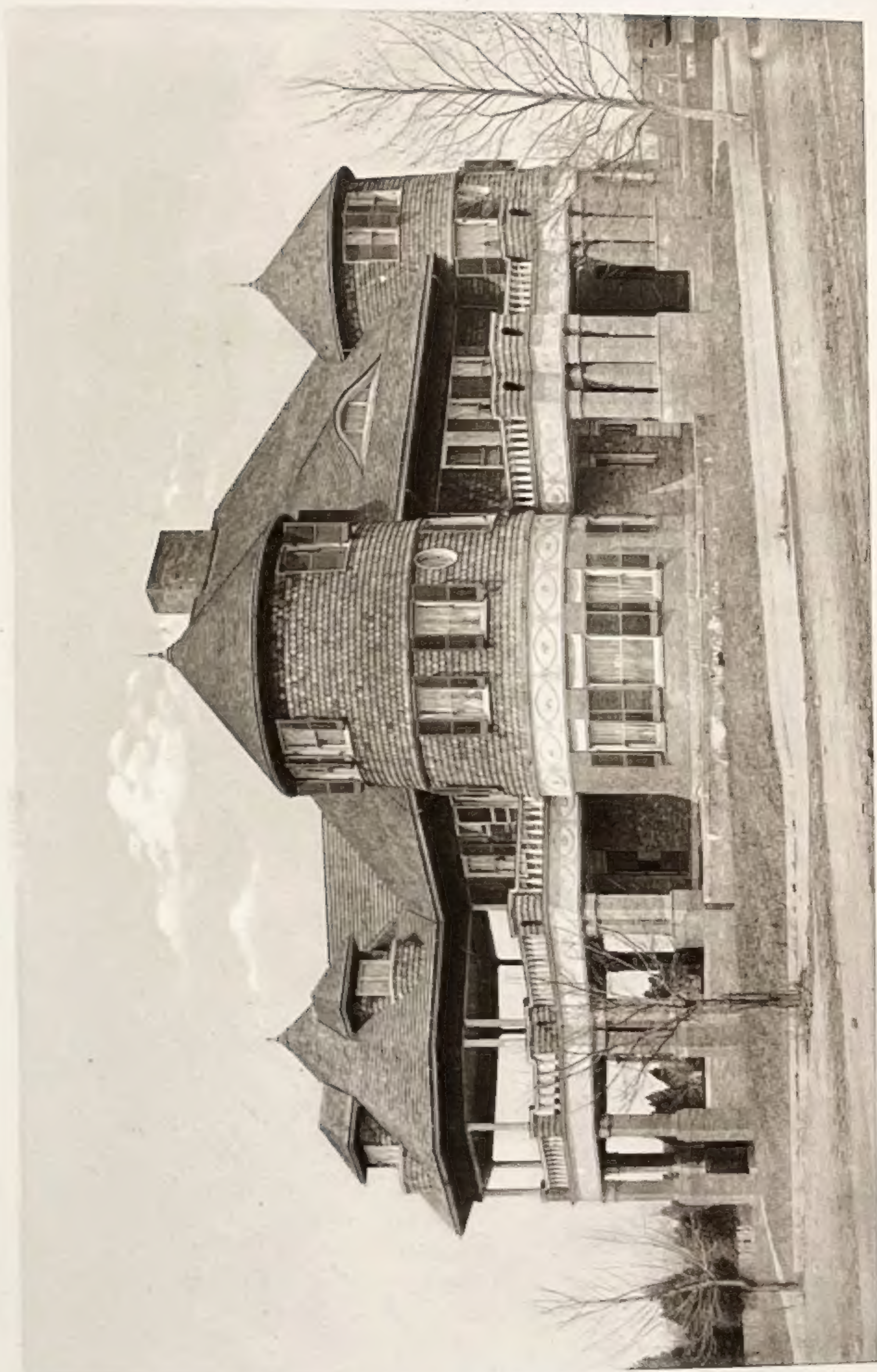
1905-1906



Presented By

Charles Carroll
Glover, Jr. Bequest

The
Washington School
for Boys



The Washington School for Boys

WASHINGTON, D. C.

A DAY AND BOARDING SCHOOL FOR BOYS OF ANY AGE

LOUIS LEVERETT HOOPER, A. M.

HEAD-MASTER

YEAR-BOOK

1905-1906

DUNSTER HALL

*Office and Recitation Hall, 3901 Wisconsin Avenue
Telephone, West 301*

PIERSON HOUSE

*Home of the Boarding Pupils, 2900 Wisconsin Avenue
Telephone, West 798*

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United States Senator

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President Washington Loan and Trust Company

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E. A. ALDERMAN, D. C. L., LL. D.

President University of Virginia

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Cancellor National University

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President Clark College

The Washington School

COMPRISES THE FOLLOWING DISTINCT, THOUGH
CLOSELY RELATED DIVISIONS

A DAY DEPARTMENT, for boys who live in Washington or in its immediate neighborhood, described on page 28.

A BOARDING DEPARTMENT, for boys who live at a distance from the School, described on page 37.

A JUNIOR SCHOOL, for boys from six to thirteen years of age who study elementary subjects, described on page 44.

A SENIOR SCHOOL, for boys from thirteen to twenty years of age who are preparing for higher institutions of learning or for business life, described on page 48.

HOW TO REACH THE SCHOOL

To reach The Washington School from the Baltimore and Ohio Station or from any point on the F Street line, take a Georgetown car and transfer north at 32nd and P Streets to the Georgetown and Tennallytown Electric Road. From the Pennsylvania Station or from any point on the Avenue line, take a Georgetown car and change at 32nd and M Streets to the Tennallytown cars. The School buildings, situated on Wisconsin Avenue (Tennallytown Road), a continuation of 32nd Street, are passed by the Tennallytown cars. Pierson House, number 2900, the home of the boarding pupils, is on the left (west) side coming from the city, nearly opposite the Cathedral site; Dunster Hall, number 3901, in which are the Office and the recitation rooms, is on the right (east) side beyond Cleveland Park. The cars of the Chevy Chase Electric Road on Connecticut Avenue extended, run within about three-quarters of a mile of the School buildings. Pierson House may be reached from this line most conveniently by way of Cathedral Avenue, Dunster Hall by way of Pierce Mill Road.

FOREWORD

The Washington School was founded to give to a limited number of boys a well-rounded education; to develop them physically, mentally, and morally; to surround them during their formative period with the influences of a refined home; in short to give them a thorough preparation for higher education or for the duties of active life. For accomplishing these purposes The Washington School possesses marked advantages because of its methods, its location, and its equipment.

The ideal school of the twentieth century should embody all the great educational advances that have been made within the last few years; it should be located where it may have the many health-giving advantages of the country, yet it should be sufficiently near a large city to enable its pupils to enjoy opportunities for culture; the buildings should be ample, well-planned, and fully equipped; the boys should have access, under the guidance of a trained gymnast and athlete, to a well-equipped gymnasium and to extensive athletic grounds; the instruction should combine the thorough and conservative methods of the old-time training with the most progressive educational ideas; the classes should be small enough to permit the individual

needs and peculiarities of each pupil to be carefully studied, yet large enough to insure the stimulus of class room competition; the teachers should possess maturity and experience, yet they should not be so old as to be out of sympathy with their pupils; the same careful oversight should be given to manners and morals as to studies; the boy should be taught to be a gentleman by being treated as one; he should be surrounded by the comforts and refining influences of a home. In a word, the twentieth century school should not be a factory for turning out "graduates," but a laboratory for the careful study and the actual development of the best that is in each pupil.

Such were the aims of the Founders of The Washington School, and such since its founding have been the aims of those in charge of the School. In its work it is hampered by no old buildings, old equipment, or old conventions of teaching. It embodies the best results of the great progress that has recently been made in all departments of education. From the start it has received the hearty aid and support of the highest authorities in education, and of leaders in business and professional life. The names of some of those who are thus interested in the School are to be found in the list of gentlemen who are members of the Advisory Board, or who have allowed the use of their names as References.

The record of The Washington School, in both scholarship and growth, since its opening in the fall of 1900, shows in a most gratifying way how it is realizing the hopes and aims of its Founders and friends.

The seal of The Washington School, an imprint of which appears on the cover of this Year-Book, is intended to typify the character and aims of the School. Beneath the head of Washington—significant of the highest and best in American manhood—the arms of Harvard and of William and Mary, the oldest colleges of the North and of the South, are quartered with those of Oxford and of the University of Berlin. The Founders of the School thus acknowledge allegiance to all that is best in Northern and Southern culture, and at the same time hold up to their pupils the ideals which are most characteristic of the two greatest universities of the Old World: the development of character for which Oxford stands, and the thoroughness of scholarship which distinguishes the University of Berlin. The motto of the seal—a quotation from a document of the Virginia Company, dated 1621, which records the first attempt to found a college in the New World—sums up in its quaint phraseology the School's ideal of the true end of education:

Civility of Life and Humane Learning.

THE FACULTY

LOUIS LEVERETT HOOPER

A. B., Harvard, 1889 ; A. M., Harvard, 1898

Assistant in Physics and Student in Graduate School, Harvard University, 1889-1891; Master of Science, St. Paul's School, Garden City, Long Island, 1891-1893; Teacher of Science and Mathematics, The Taft School, Watertown, Conn., 1893-1895; Teacher of Mathematics, Smith Academy, St. Louis, Mo., 1895-1897; Graduate School of Harvard University, 1897-1898; Teacher of Mathematics, Erasmus Hall High School, Brooklyn, N. Y., 1898-1900; The Washington School, 1900-1905.

HEAD-MASTER

SENIOR SCHOOL

WILLIAM WAKEFIELD GALE

Phillips-Exeter Academy, 1884; A. B., Harvard, 1888

In charge of the Classical Department, Pennington Seminary, Pennington, N. J., 1888-1889; studied and traveled in Europe, 1889-1890; Instructor in Greek and History, and Assistant Head-Master, Smith Academy, St. Louis, Mo., 1890-1898; traveled, 1898-1899; Graduate School, Harvard University, 1899-1900; The Washington School, 1900-1905.

ASSISTANT HEAD-MASTER—GREEK, CIVICS

LOUIS ROSS MOORE

A. B., Beloit College, 1898; A. M., Princeton, 1899

Thayer Scholar in Graduate School, Harvard University, 1899-1901; Director Educational Department, The Prospect Union, Cambridge, Mass., 1900-1901; President and Head-Worker, The Prospect Union, 1901-1902; Associate Principal, College Preparatory Department in the Schools of the Ethical Culture Society, New York City, 1902-1903; Summer School, Columbia University, 1903; Teacher of English and Latin, Mackenzie School, Dobbs Ferry, N. Y., 1903-1905.

HOUSE-MASTER—LATIN

HOWARD RUGGLES VAN LAW

Lawrenceville School, 1898; A. B., Harvard, 1902; A. M., Harvard, 1903

Teacher, Marienfeld Summer Camp, 1901-1905; The Washington School, 1902-1905.

ENGLISH

WILLIAM MILTON WHITNEY

Fredericktown School, 1896; A. B., Ohio Wesleyan, 1903

Teacher, Public Schools, Knox County, Ohio, 1896-1899; Assistant in History, Ohio Wesleyan University, 1901-1903; Superintendent of Schools, Burnside, Ky., 1903-1904; Member Ohio Wesleyan 'Varsity Debating Team, 1902-1903; The Washington School, 1904-1905.

ASSISTANT HOUSE-MASTER—MATHEMATICS, SCIENCE, HISTORY

THE FACULTY—Continued.

JOSEPH EDWARD GOETZ

Lyée de Poitiers, 1899. B. A., University of Paris, 1900

Teacher, Berlitz School, Washington, D. C., 1897-1899. The Washington School, 1904-1905

FRENCH, GERMAN

JUNIOR SCHOOL

FLORENCE ROSETTA BENEDICT

Four year Classical Course, Brockport State Normal School, Brockport, N. Y., Ph. B., B. S., A. T. University, Harrison, Tenn. Teacher Public Schools, Ithaca, N. Y., and Lawrence, L. I., 1904-1905. Miss Overman's School, Washington, D. C., 1906-1911. The Washington School, 1911-1912

NATURE STUDY, LANGUAGE, READING, SPELLING

ROBERT MCGUIRE JONES

L. I. and A. B., William and Mary, 1902

Principal Graded School, Temperanceville, Va., 1902-1903. Assistant in High School, Staunton, Va., 1903-1912. Manager Varsity Foot-Ball Team, 1910, 1912. Member Varsity Eleven, 1911-1912

ARITHMETIC, HISTORY, GEOGRAPHY, PENMANSHIP,
MANUAL TRAINING

SAMUEL HARRISON GREENE, JR.

M. D., Colombian University, 1900

Captain Colombian Varsity Base-Ball Team, 1894-1897. Member Colombian Varsity Foot-Ball Team, 1894. Member Colombian Varsity Track Team, 1894-1897. Medical Examiner, Washington Y. M. C. A., 1897-1905. The Washington School, 1904-1905

PHYSICAL DIRECTOR

SAMUEL S. ADAMS, M. D.

1 Dupont Circle, Washington, D. C.

MEDICAL ADVISER AND SCHOOL PHYSICIAN

EDMONIA FITZHUGH LAWRENCE

SECRETARY

MAREN M. CLAUSEN

HOUSEKEEPER AND MATRON

PUPILS, 1904-1905.

RALPH PALMER ALLEN	Washington, D. C.
EDWARD HUSSEY ALSOP	Pittsburgh, Pa.
HAROLD PENN UPDEGRAFF ALSOP	Pittsburgh, Pa.
GUSTAV HAYWARD AYRES	Washington, D. C.
THOMAS GERBERDING BARD	Hueneme, Cal.
JOHN BELLINGER BELLINGER, Jr.	Washington, D. C.
RALPH HOLDEN BINNS, Jr.	Pittsburgh, Pa.
ARTHUR LORRAINE BLISS	Washington, D. C.
EDWARD GORING BLISS	Washington, D. C.
JOHN BRITTON	Washington, D. C.
HENRY TEN EYCK CARPENTER	Washington, D. C.
JOHN JAMES CHEW, 2nd	Washington, D. C.
RICHARD SMITH CHEW	Washington, D. C.
FELIX COLE	Washington, D. C.
HORACE POLK COOPER	Shelbyville, Tenn.
JEROME DWIGHT DAVIS	Kyoto, Japan
LOUIS LEVERETT DAVIS	Kyoto, Japan
HENRY BRADLEY DAVIDSON, Jr.	Bethesda, Md.
GONZALO DE CORDOBA DE GARMENDIA	New York, N. Y.
WILLIAM WILEN EASTERDAY	Washington, D. C.
JAMES ROY ELLERSON, Jr.	Washington, D. C.
DANIEL AUGUSTUS GREENE FLOWERREE, Jr.	Helena, Mont.
NEWTON KENNEDY FOX	Washington, D. C.
CHARLES CARROLL GLOVER, Jr.	Washington, D. C.
GEORGE REINHART HEMENWAY	Boonville, Ind.

PUPILS—CONTINUED

JAMES NATHAN BRANSON HILL	Seattle, Wash.
CHARLES HOLLERITH	Garrett Park, Md.
HERMAN HOLLERITH, Jr.	Garrett Park, Md.
THOMAS TOOTLE JAMES	St. Joseph, Mo.
RICHARD LEWIS CAMPBELL KEYSER	Pensacola, Fla.
PHILANDER CHASE KNOX, Jr.	Valley Forge, Pa.
REGINALD EARLE LOOKER	Washington, D. C.
FRANK DEAN PAUL	Washington, D. C.
ROBERT KENNETH PENNIE	Washington, D. C.
HERMAN HENRY PORTNER	Manassas, Va.
OSCAR CHARLES PORTNER	Manassas, Va.
MALCOLM McKEE RICE	Washington, D. C.
HENRY EDGAR SARGENT	Georgetown, D. C.
HENRY STANLEY ARMSTRONG STEWART, Jr.	Pittsburgh, Pa.
DOUGLAS SCOTT THROPP	Earlston, Pa.
THOMAS SCOTT THROPP	Earlston, Pa.
PAUL WOODWARD	Le Roy, N. Y.



THE WASHINGTON SCHOOL FOR BOYS

ITS AIMS, ITS METHODS, ITS EQUIPMENT

In their intellectual needs, boys differ as much as in their personal appearance. One is stupid and can take few studies, another is bright and makes rapid progress. One begins his school work at fourteen, another at five. One has lived abroad and speaks French and German, another is strong in English but needs particular training in mathematics. One is being prepared for a college requiring Greek, another for a technical school where he will specialize in science. In a word, in previous training, in mental ability, and in future plans, no two boys are exactly the same. Why, then, should they be taught the same studies or given the same training?

*Wide Difference
in Plans*

The Washington School was one of the first in the country to recognize fully the difference in the intellectual needs of its pupils and it is one of the few which, by discarding entirely a fixed course of study, carries the principle to a logical conclusion. Since the School was first started there have probably been no two pupils who have taken exactly the same work. In place of a rigid course of study, which must be taken by every student, each boy is given those studies, whether few or many, which in the opinion of the Faculty, best fulfill his individual needs. In the daily class room work, as well as in the choice of studies, the special needs of each pupil are carefully considered; his peculiarities are studied and the teacher adapts his method so as to advance both the brightest and the slowest without sacrificing

*Wide Latitude in
Choice of Studies*

the progress of either. In a word, the unit of The Washington School is the boy, not the class.

How different are the methods used in schools still following the old ideas of education, where the individual needs of each pupil are not considered, but where all are compelled to take the same course of study, or at best, are limited to a choice between two or three different courses. The following quotation from the catalogue of a school of this kind illustrates how under such an arrangement of studies, which is absolutely necessary in a large school with few teachers, the needs of the individual are sacrificed to those of the class: "There are open to the students of the Academy, two courses of study, classical and scientific, which are identical for the first three forms (years). Before the beginning of the fourth form, students are required to choose one of them and to inform the Principal of his choice. * * * When the choice is once made and the work begun, a change to the other course will not ordinarily be allowed, nor will a student be permitted to omit any portion of the regular work of his form unless sickness or inability makes such omission necessary. As the schedule of recitations is arranged primarily with reference to students who are regular in their forms, irregular students must take such work as shall conform to the provisions of this schedule."

Real education is more than the acquisition of mere book knowledge. It is the forming of ideals, the implanting of principles, and the building of character. Such an education can be gained only through the personal influence of teachers who themselves possess high ideals, firm principles, and strong character. From a Thomas Arnold, a boy could learn more in a bare room than from a poor teacher in a million-dollar school building. In the ideal school the teachers should be men and women of learning, of culture, of experience, of strong character, and of high purpose.

From the start it has been the aim of The Washington School to engage only such teachers; the utmost care has been taken

in the selection of every member of the Faculty; no one has been appointed who has not come most highly recommended, nor until his previous record has been most carefully investigated. Care has been taken to select teachers who are not so old as to be out of touch with the boys' feelings, and yet who possess maturity and experience. The younger pupils are placed under the charge of a lady who, better than a man, can understand and sympathize with their feelings. Those who have to do with the older boys are all men, are college graduates, and each has made a careful study of the subject which he teaches.

Teachers

The amount of personal influence which a teacher can exert upon his scholars depends upon the number under his charge. In many of the large private schools there is one teacher for every twenty pupils; in the public schools of the country the ratio is one to forty-seven, while in The Washington School it has been during the past year, one to five. Moreover, the average size of a class—the boys reciting together at one time—was under five, and no teacher, except the Head-Master, was brought into contact in all of his classes together with more than twenty different boys. The personal relation thus made possible is so close and so intimate that the teacher quickly learns the peculiarities of each boy—his weakness as well as his strength—and is able to bring to bear on each a strong personal influence, and thus effectually to develop his scholarship and his character.

Personal Influence

The following quotation from a recent magazine article fittingly expresses the ideals of the School in regard to the study of the individual pupil: "The tendency of modern education is toward the development of individuality in the child; it tries to find the pupil's special needs and aptitudes and adapt itself to them. The classes in the public schools average from twenty to fifty in number; in private schools, seldom more, often fewer, than ten.* In which does the pupil stand the best chance of individual observation

Physical Education

*In The Washington School there are, on the average, less than five pupils in each class.

and teaching? 'It's a good thing for him to be put in with a lot and made to take his chances with the rest,' you say. Perhaps it is for the exceptionally bright and studious child who will do well anyway; although even in his case—and his name is not legion—this treatment in the mass would not seem to be the ideal toward which education is moving. But how is it with those who form the great majority, the child of average mental power, the slow child, the child whose brain is well developed in some parts and a vacuum in others? How does he fare when he receives from one-twentieth to one-fiftieth part of the teacher's attention? Does it not stand to reason that the child who recites and whose work is inspected every day, who can present his difficulties or have them discovered at every recitation, must have a better chance of mastering the subject than the child who comes under the immediate notice of the instructor only once or twice a week?

"In the smaller class, too, the pupil is brought into more intimate personal relations with the teacher. And here, after all, we come to the vital point in the school life of the child—the

*Personality
of Teachers*

personality of the teacher, and its power over impressionable material. No perfection of theory or equipment can take the place of this mysterious, intangible something, this sum total of the individual, this personality, which asserts itself without deeds or words, more potent for good or for evil than any other power in the world. All the teacher's gentle breeding, all his refinement, all his personal magnetism and background of culture, as well as his strength and force and special training for his work—all he is—will make themselves felt in his contact with the child; and the more intimate and continued this contact, the better. Upon a class of fifty which he keeps with him for only nine months, he can scarcely make the impression that he would upon a class of ten associated with him year after year."

The Washington School has no fixed curriculum, no grades, no "forms"; instead, there are seventy-eight different courses,

each representing from a half-hour to three and a half hours of class room work a week. From these courses the Head-Master selects for each pupil those which in his judgment and that of the Faculty and of the boy's parents will best promote his individual needs. Under this plan a pupil recites in each study with others of like progress, in one study with one set of pupils, in another with another set; thus, for example, if it is for his best interest to do so, he may take advanced work in English, elementary work in arithmetic. In the selection of courses a pupil's own preferences are considered, but the knowledge which his parents and teachers have of his abilities and future needs determines in the main the studies which he shall pursue. A boy can, if it is thought best, study the traditional subjects of the old fixed curriculum, or he can take up other studies not usually offered in secondary schools. He can shape his course with reference to the entrance requirements of any college or scientific school, or of the United States Military or Naval Academy. In so doing, since he is not restricted by a fixed curriculum, he can devote all his time to the subjects required for admission. In this way he can often save a year in his college preparation. In the case of one pupil who graduated from the School in 1902, two years were thus actually saved.

No Fixed Curriculum

The advantages of such a system of individual election are manifold. The leading educational thought of the day is directly away from the old fixed curriculum. President Eliot, of Harvard, says: "Children, like adults, are not alike, but infinitely different; the object of education, as of life, is to bring out the innate powers and develop to the highest possible degree the natural and acquired capacities of the individual." President Butler, of Columbia, emphasizes the same idea: "During the secondary school period tastes are to be developed into capacities, and each pupil started in that line of interest and activity that is best adapted to him." The Washington School, through its elective system, endeavors to carry out the great principles thus laid down by

*President Eliot
and
President Butler*

these two leaders of the educational thought of the country. It seeks to discover the tastes of each boy and to develop those tastes into capacities ; to bring to light his innate powers and to make these powers active and efficient.

The elective system as applied in The Washington School has many advantages. A boy who at the time he enters is backward in one study, will not for that reason be retarded, as is the usual custom, in his other work ; he will begin each subject at that point for which his previous preparation has qualified him. Similarly, a boy who fails at the end of the year to pass a given subject will review that subject only, and not, as in many schools, the entire year's work. He will be allowed to progress rapidly in those studies in which he excels, and will be given enough time to master those in which he is weak. If he has special gifts, his work can be arranged so as to secure their fullest and most rapid development. In a word, special talents are cultivated, and special deficiencies are not allowed to interfere with the pupil's general progress.

The two following cases, which would be impossible in a school with a rigid course of study, illustrate the workings of the elective system as adopted in The Washington School. In the middle of the year, one scholar, who for three years had been preparing for Harvard, decided to go to the Sheffield Scientific School. The requirements of the two institutions are entirely different. The studies taken by the boy were immediately changed, and he was given exactly what he needed, so that in the spring he was able to pass successfully his entrance examinations. Another pupil at thirteen had not been able, because of sickness, to learn to read. He was given special work, and being exceedingly ambitious, he will, in five years after beginning his studies, be able to enter Yale. These and similar examples, which might be multiplied indefinitely, show how The Washington School gives each pupil exactly that intellectual training which he most needs.



In a letter to the Head-Master, President Eliot, of Harvard, says: "I like very much the arrangement and program of studies in The Washington School, and also your three schemes of study; your program of studies is much more comprehensive than is usual, and the provisions you make for choice of studies in the interest of each individual pupil is excellent."

*Letter from
President Eliot*

On pages 45 to 47 will be found the program of studies of the Junior School and on pages 48 to 52 that of the Senior School. The work in the different studies shown in these programs is not regarded as separate or distinct, but as far as possible it is correlated throughout; thus in the courses in Ancient and Modern Languages the attention of the pupils is constantly called to the underlying principles of derivation, form, and syntax running through these languages, and in this way the pupil's work in one language is of material benefit to him in others; similarly in the Junior School the words for spelling are taken from the language work, geography, and history, while the books used in reading cover subjects taught in other classes. Throughout the School all written exercises are examined and criticised with reference not only to the subject-matter but also to neatness, form, and expression. Training in English is thus not confined to the courses in that subject, but is made a vital part of all of a pupil's work.

*Correlation
of Studies*

Among the courses offered to boys in the Senior School will be found several which are more advanced than those usually given in secondary schools; these are offered for the benefit of pupils who desire to anticipate a portion of the work of their Freshmen year at college, or who are planning to enter the Sophomore class. Other boys, who do not intend to go to college, but who desire to pursue advanced work, may take them with profit. The courses thus specially planned are English G, Greek E, and Latin F; but many of the other courses are of an advanced grade, and can be taken with profit by older boys.

Advanced Work

Besides the instruction given in the regular classes the teachers discuss informally outside matters that are of interest to the boys; thus the Head-Master holds each week, in both the Junior and the Senior School, an informal talk on the happenings of the day; the boys present reports on the doings of Congress, on domestic affairs, or on foreign happenings, and these are discussed and criticised by the Head-Master. In this way it is hoped that the boys may become interested in current history, and may be led, as they grow to be men, to take a deep and broad interest in the welfare of their country.

Current Topics

In The Washington School there are in general no formal examinations. Written reviews, however, of which pupils have no previous notice, are held at intervals. Thus the boys do not feel hanging over them, as in most schools, the dread of formal examinations, but instead they are given an incentive for conscientious daily work.

Examinations

As special training for the college entrance examinations, however, formal tests are held each Saturday morning during the last half of the year in those courses directly preparatory to college.

A careful record of each boy's daily work is kept, but the pupils are not marked under the old percentage system; instead, they are divided according to their proficiency into five grades,

A, B, C, D, and E. These grades do not correspond to any fixed percentage marks, but A is given for exceptional work, B for good work, C for fair work, D for poor work, while E means failure. A, B, and C are pass marks; a boy marked D is promoted or held back in the subject in which he received this mark according as, in the judgment of his teachers, it seems for his interest and that of the School. It is the purpose of the Faculty to employ a strict, though not severe, system of marking; experience has shown that few boys from each class—usually less than 10 per cent.—have sufficient ability to obtain the grade A, while about 20 per cent. receive B, 40 per cent. C, 20 per cent. D, and 10 per cent. E.

Marking System

Many colleges require of a candidate offering himself for pre-

liminary examination, a certificate from the school last attended, stating that in the judgment of its faculty the boy is prepared to pass the studies presented. In order to obtain such a certificate from The Washington School a pupil must, in general, have an average mark of B, and no mark lower than C+ in the studies presented for examination.

Certificates

Reports of the attendance and the scholarship of each boy are sent to parents nine times during the year. These reports are in the form of personal letters from the Head-Master; they contain, besides the actual marks, helpful criticisms and suggestions that should be of value. The fact that these letters come at such frequent intervals and that they are informal and not mere statements of marks makes it possible for parents to keep in close touch with the work of the School, and to follow very carefully the progress made by their sons.

Reports

There have been founded in The Washington School, through the kindness of its friends, five scholarships named after five of the leading universities of the country: Columbian, Harvard, Princeton, University of Virginia, and Yale. These scholarships will in general be awarded only to meritorious students of high standing and character who are preparing for the colleges mentioned. For the benefit of parents who wish to have their sons attend The Washington School as boarding pupils, but who cannot afford the advantages offered at Pierson House, arrangements have been made by which boys can find a home in families recommended by the Head-Master. Boys of small means are thus enabled to avail themselves of all the scholastic and athletic advantages of the School at from one-half to two-thirds the usual cost.

Scholarships

Every applicant for admission to The Washington School must present a certificate of honorable dismissal from the school last attended, and must be introduced by a patron or by some one known to the Head-Master. Pupils are admitted at any time during the school year when there is a vacancy, but parents are strongly urged to enter their sons at the beginning of the fall term. Because of

Requirements for Admission

the peculiar arrangement of studies existing at The Washington School (see page 22), no formal entrance examination is required. In its place a new boy is given an informal test in each study. As a result of these tests the Head-Master, taking into consideration the boy's past training and the plans for his future education, assigns him to those studies and to those classes in which he can do his best work.

Boys who live in Washington and its immediate vicinity are able in The Washington School to enjoy the numerous advantages obtainable only in the best boarding schools in the country.

Day Department The situation of the School immediately on the line of the Georgetown and Tennallytown Electric Railway makes it easily accessible from every part of the city, while the country location affords to its pupils those advantages which are so necessary for the healthy development of a growing boy—fresh air, bright sunshine, and ample athletic grounds.

For the benefit of day scholars, a substantial hot lunch consisting of soup, meat and vegetables, and a dessert is served at recess in the refectory at Dunster Hall. In order to enable the younger pupils to prepare their lessons under the supervision of a teacher, daily study periods are held, in the morning from 8.30 to 9.05, and in the afternoon from 4.15 to 5.00. Between the close of school and the beginning of the afternoon study period, the boys as a rule join in some form of gymnastics or athletics, which are under the general charge of the Physical Director and of his two assistants.

*Luncheon,
Study Periods* With the exception of the youngest scholars, who are taking the most elementary work, every pupil in the School should devote some time each day outside of school hours to the preparation of his lessons; the amount of time so required must of necessity vary greatly, depending upon the boy's physical condition, his age, the amount of school work that he is carrying, his previous training, and the nearness of his college examination. The pupils of the Junior School should devote from half an hour to an hour and a half

Home Study

daily to outside work; a part, and in the case of some boys the whole, of this work may be done under the direction of a teacher in the morning study period from 8.30 to 9.05, and in the afternoon study period from 4.15 to 5.00. In the Senior School where the session is an hour longer than in the Junior School, a scholar needs from an hour to two hours and a half of home study; some boys who are making up deficiencies and who are preparing for college may need even more. Every influence is exerted by the teachers to get from the boys thorough, conscientious work, but the best results cannot be obtained without the hearty aid and support of the parents. It is especially to be hoped that each parent will see that his son regularly devotes the necessary amount of time to home study and that he is absent or tardy only in case of absolute necessity; it must be remembered that each lesson is a link in a connected chain of instruction and that the loss of even a single day reacts most unfavorably on the student's progress. It is particularly important that the pupils present themselves promptly at the opening of the School, both in the fall and after the short vacations. The School also earnestly desires that parents should follow closely the work done by their sons, and should keep in close touch with the School in regard to it. In this way it is hoped that there may be brought about a common sympathy between the Home and the School, and an agreement in aim and purpose so that in the training of the boy each may strengthen the efforts of the other.

*Co-operation of
Parents*

In The Washington School as much attention is paid to a boy's physical well-being as to his mental training; good health is considered of more importance than learning. The location of the School is healthful; the food is wholesome, varied, and properly cooked; the hours of sleep, study, and recreation are those best adapted to a growing boy; the heating, lighting, and ventilation of the buildings have been carefully and scientifically planned; everything about the School is perfect from a sanitary point of view. Great care is taken both to provide the strong, healthy

*Good Health of
More Importance
Than Scholarship*

boy with continuous mental or physical employment, and to avoid overtaxing a boy of delicate constitution.

For use during the winter months the School has a well-lighted gymnasium fully equipped with standard apparatus, lockers, and shower baths. The splendid athletic grounds, extending over more than thirty acres, give unusual opportunity for all forms of outdoor sport. These grounds, which are immediately adjacent to the School buildings, include base-ball and foot-ball fields, tennis and basket-ball courts, a standard quarter-mile running track, and a fine golf course.

*Gymnasium,
Athletic Grounds*

To make complete, however, the work in gymnastics and physical training it was considered necessary to secure as Physical Director a man especially trained for this work; an expert gymnast and a skilled athlete, able to handle all forms of athletic sport; a physician capable of giving a complete physical examination, and in an emergency of rendering professional assistance. The Washington School is fortunate in having secured a Physical Director possessing these qualifications. He is an all-round athlete, having been for four years captain of his 'Varsity base-ball team, as well as a member of his 'Varsity foot-ball team and of his 'Varsity track team. During the past four years he has been the Medical Examiner in the Athletic Department of the Young Men's Christian Association of Washington. As a physician he is especially qualified to supervise not only the athletics and physical training, but also the general habits and health of the boys. In his work at the School he is aided by two assistants, one of whom has general charge of the boys in the Senior School, the other of the boys in the Junior School.

*Physical
Examinations*

A thorough physical examination will be given twice a year by the Physical Director to all members of the School who may desire to avail themselves of the opportunity. In these examinations, special attention is paid to the condition of the vital organs and to the muscular and bony systems. Experience has shown that these examinations are of great value, and that they often bring to

light physical defects unknown to parent or boy. Should such defects be discovered, or should the Physical Director find that there is need of special treatment, the parents and the family physician are notified. Furthermore, both for the boy's own protection and for that of the School, all boarding pupils and all candidates for any athletic team must be examined by the Physical Director.

Every opportunity is given to the pupils of The Washington School to take daily exercise both in the gymnasium and on the athletic grounds. Boarding pupils and pupils in the Junior School are required to take this exercise, and it is strongly recommended in case of all other pupils. *Daily Exercise*

This daily systematic exercise prevents abnormal development and aids nature in that rapid bodily growth which takes place during the years that a boy spends at school. The aim of this work is threefold; to provide wholesome recreation, to secure correct habits of posture and carriage, and to build up a strong, rugged constitution. During the winter this exercise, which is held out-of-doors whenever possible, consists of gymnastics or calisthenics; the movements are arranged in the most approved physiological order and are designed to exercise every part of the body. Critical attention is paid to the physical condition of each boy, and if advisable special exercises are assigned him. Instruction on the horizontal and parallel bars, and on the horse and buck, is given from time to time; basket-ball and other indoor games are encouraged; arrangements may also be made for special instruction in boxing and fencing. During the fall and spring the boys take their daily exercise in some form of outdoor sport; the stronger and more robust join in base-ball and foot-ball, while others spend their time in tennis, golf, and track athletics—running, jumping, hurdling, and pole-vaulting; from time to time the boys also join in bicycle tours, cross-country runs, and tramping expeditions.

The Washington School, during the five years since it was founded in 1900, has taken an active part in the school athletics

of the District of Columbia; from the first it has stood for
Athletics "Sport for Sport's sake," for clean amateur athletics. A series of games in foot-ball and in base-ball is played each year for a cup or similar trophy with other secondary schools of the District. Invitation tournaments in golf and tennis, open to all boys of school age in the city, are held from time to time on the School grounds; a cup and School medals are offered in each tournament as first, second, and third prizes. Each spring there is held on the School links under the management of the Golf Club a School tournament for the Head-Master's Cup. School tennis tournaments are also held from time to time, and track and field sports are encouraged.

While every detail of the athletic and gymnastic work of the School is under the immediate supervision of the Physical Director and his two assistants, the general management of the athletics
Athletic Associations of the School is left to the boys themselves, who have formed two associations, one in the Junior School and one in the Senior School. According to the constitutions of these associations, the treasurer must be chosen from among the teachers and the Physical Director must be a member of the Board of Managers, but the other officers are elected by the student body from among its own number. In place of the frequent and annoying subscription lists usually necessary to support the various athletic interests of a school, the two associations have voted to make an assessment of ten dollars on each boy in the Senior School and of five dollars on each boy in the Junior School. The payment of these assessments gives the right to enter all athletic contests and to make use of the complete gymnastic and athletic equipment of the School, with the exception of the golf links. The money so raised is used for the purchase of athletic goods needed by the School teams and for their general support.

As a result of the careful attention given at The Washington School to exercise and to all matters connected with the pupils'

physical well being, the general health, during the five years of the School's existence, has been extremely good. There has not been a single case of serious illness, and several boys who had previously lost weeks at a time have gone through the winter without missing a day. Moreover, participation in many sports under proper supervision has been found to strengthen the moral fibre of the boys by developing courage, self-reliance, and self-control.

The boys of The Washington School have organized a number of clubs or societies, membership in which is open to the teachers and to all pupils of suitable age; these clubs are supported by dues paid by the members. It is the policy of the School to encourage such organizations, which are mainly carried on under the supervision of teachers by the boys themselves; all secret societies are, however, absolutely forbidden, and each pupil on entering the Senior School is required to sign the following pledge:

"I hereby give my word of honor as a gentleman, that as long as I remain a member of The Washington School, I will not join, take part in, attend the meetings of, or have anything to do with, any club or society composed of pupils of The Washington School, which is secret in its nature or which does not receive the approval of the Faculty."

The organizations now existing in the School are as follows: the Senior Athletic Association, and the Junior Athletic Association, which have general charge of the athletic interests of the School; the Golf Club which controls the golf links; the Magazine Club and the Ellard Club composed of teachers and boys living at Pierson House; the Dramatic Club which gives each year a play at Dunster Hall. On March 11th of the present year the comedy "The Cavalier and the Damsel" was presented with marked success; this play which is founded on Sear's "The Unforeseen Reminder" was dramatized and adapted especially for the occasion by Mr. H. R. Van Law, the Faculty member of the Club.

The educational resources of the City of Washington and of the neighboring States, so rich in scientific and historic interest,

are made available to the pupils of The Washington School by a series of excursions conducted by the teachers of the School. Pupils attending these excursions visit the very places, and come in contact with the actual things about which they have been studying, and thus they are led to obtain information through their own observation—a method far more stimulating and instructive than mere text-book study. Not fewer than five nor more than ten boys will in general be taken on these excursions, which are offered as educational opportunities, and are strongly recommended, but not required. No boy whose work is unsatisfactory will be allowed to join these trips. (For expenses see page 60.)

Excursions

In the past, excursions have been made to many places of interest in and about the City of Washington, such as the Library, the Capitol, the Navy Yard, the Zoölogical Park, and the Corcoran Art Gallery; Saturday trips have been taken to Williamsburg, Richmond, Norfolk, Mount Vernon, Annapolis, and Gettysburg; and during vacations the boys have taken still more extended excursions—a shooting trip to the Virginia shore, a week in the highest part of the North Carolina mountains, a horseback trip through the Shenandoah Valley from the Natural Bridge to Luray, a month with Indian guides and canoes in the wilds of Canada, and a sightseeing pilgrimage covering the main places of interest in Philadelphia, New York, and Boston.

*Trips Taken
in the Past*

A particularly enjoyable trip was that to Princeton on the occasion of the Yale-Princeton Foot-Ball Game, on November 15, 1902, when all the members of the School were the guests of Mr. John R. McLean. The party of over sixty traveled from Washington to Princeton and return on Mr. McLean's private car and on a second Pullman.

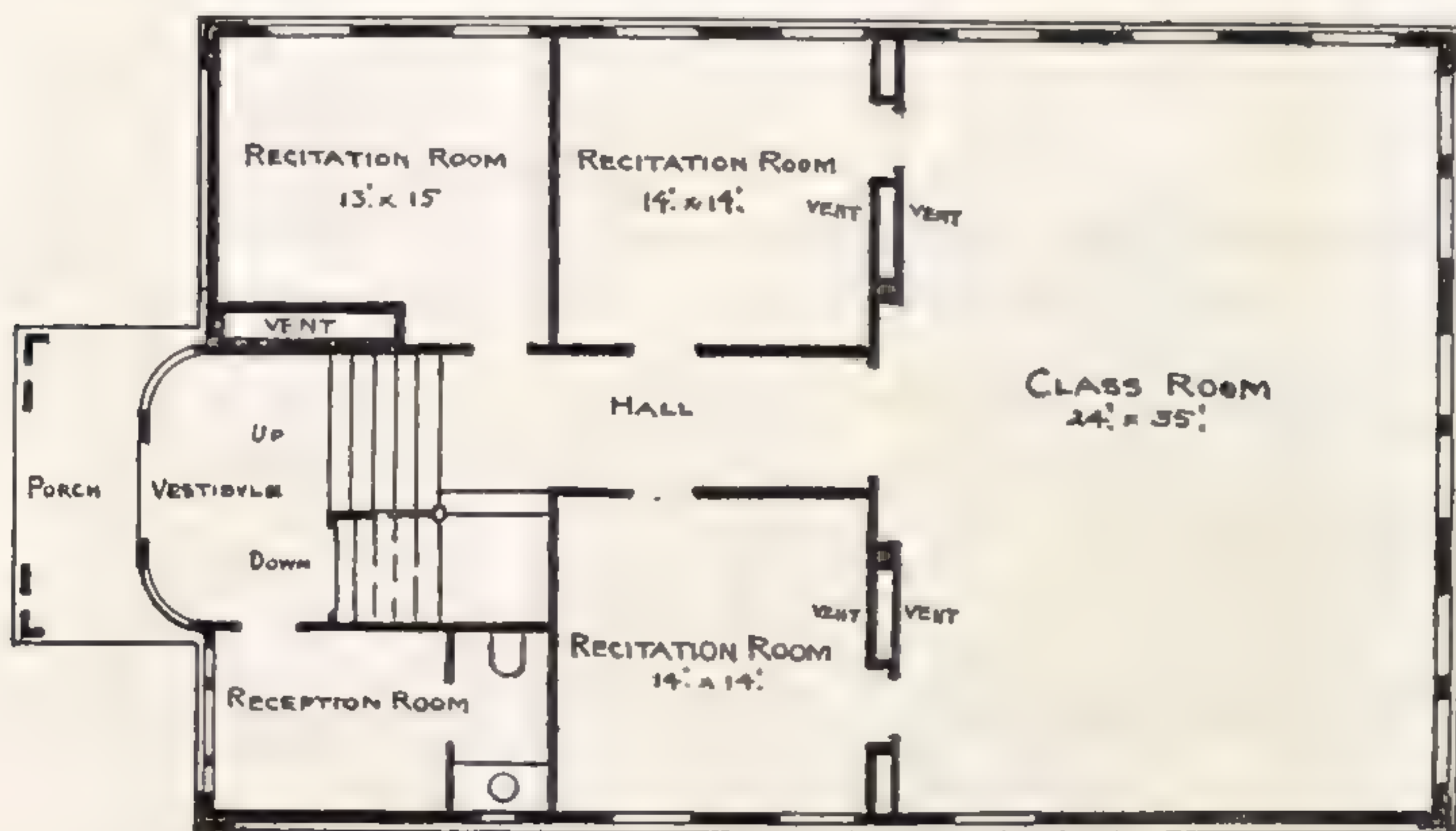
Princeton Trip

The Washington School occupies two buildings, Dunster Hall, which contains the class rooms and the Office, and Pierson House, the home of the boarding pupils; plans and a description of the latter building will be found on page 38.

Buildings

Dunster Hall, which was designed and built especially for the School, represents the latest ideas in school architecture. In its construction special precaution was taken to secure safety from fire; the building is entirely isolated; there are fire stops in the walls and fire hose on each floor, and the furnace and boiler are placed in a specially constructed room under the vestibule, separated from the rest of the building by fireproof walls and by a ceiling constructed on the Roebling System.

Dunster Hall



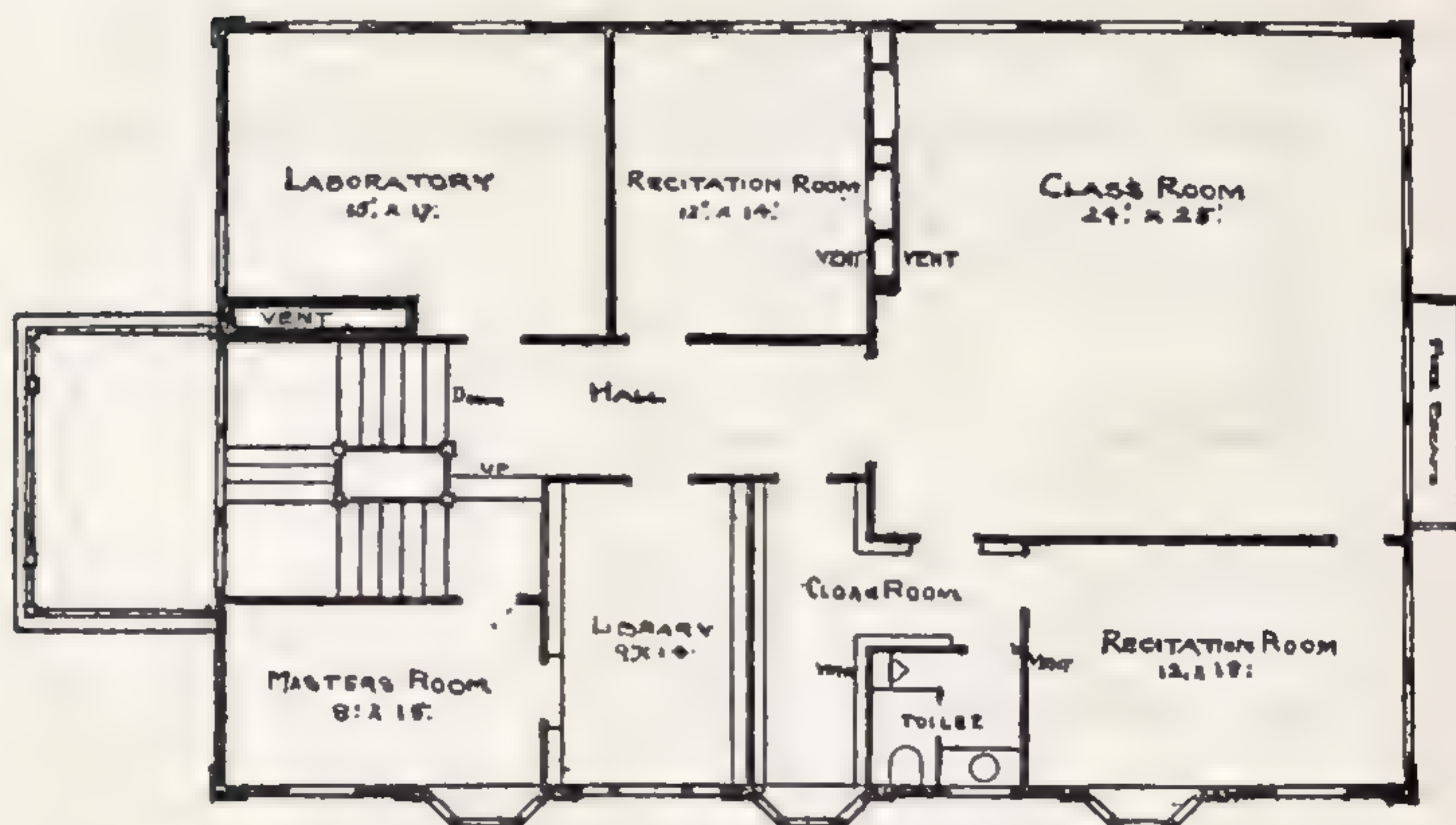
PLAN OF DUNSTER HALL—FIRST FLOOR.

In order properly to heat and ventilate the building, fresh air from out-of-doors, after being passed over steam coils in the basement, is conducted to the various rooms; when it becomes impure it is drawn out through flues leading into the main chimney.

The building is provided throughout with electric lights, and with hot and cold water, while the plumbing is constructed in accordance with modern scientific ideas. In order to prevent pupils from straining their eyes, a serious and common danger in schools, a number of precautions, planned according to the system worked out by the

*Modern
Facilities*

educational expert Mr. R. M. Wheelwright of Boston, have been used throughout the building; the walls are tinted in a color which has proved restful to the eye; the windows are placed at such a height and the desks are so arranged that the light coming from the left and the back strikes even the farthest desk at the proper angle.



PLAN OF DUNSTER HALL—SECOND FLOOR.

The arrangement of the building in detail is shown by the accompanying plans; in the basement is the gymnasium with lockers, shower baths, and toilet rooms. On the first floor, which is used by the Senior School, are the recitation rooms and the main study hall. On the second floor are located the School library, the laboratory and manual training room, and one of the class rooms of the Senior School. On this floor also are the rooms occupied by the Junior School, including study and class rooms, cloak room, and toilet room. The arrangement of these rooms

*Arrangement
of Rooms*

makes possible the entire separation of the Junior and the Senior Schools. The third floor contains a kitchen and a large hall, used as a refectory for the noon-day meal. It will be noticed that pupils moving from one class to another climb at most only one flight of stairs and usually none at all. The study rooms of both the Junior and Senior Schools have a southern exposure and thus receive abundant sunlight.

Especial care is taken to make the equipment of the School as thorough and complete as possible and to supply every necessity for good teaching; the desks and chairs are adjustable and are of the latest and best pattern; the rooms are supplied with slate blackboards, and on the walls are numerous pictures. For work in Geology the School possesses a mineralogical and geological collection of three hundred specimens besides geological models, photographs, and maps; for work in meteorology the School is equipped with an instrument shelter and with standard instruments.

Equipment

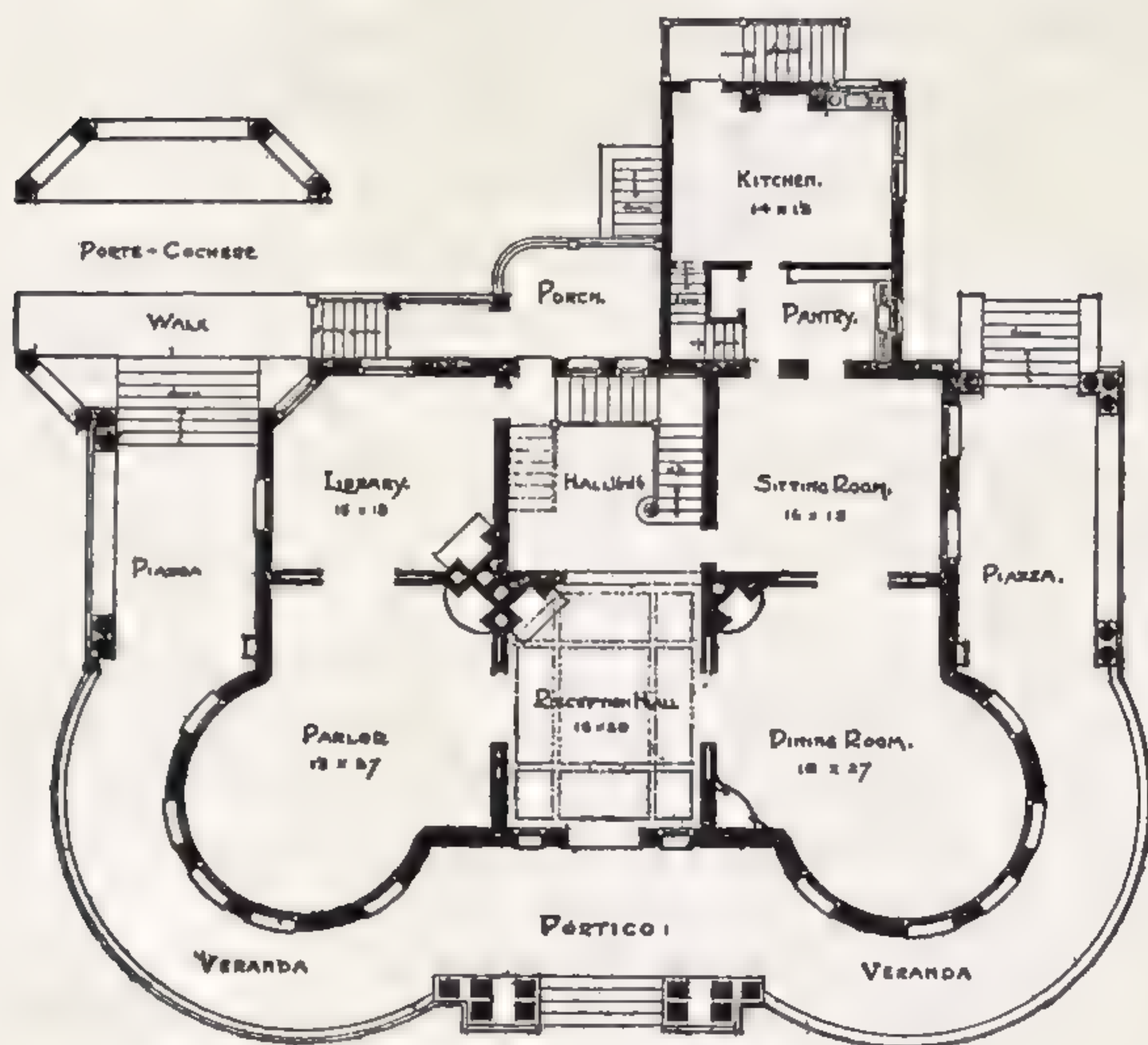
For the benefit of the boarding pupils there is at Pierson House a library supplied with books of fiction, current magazines, and newspapers; at Dunster Hall there is a second library of upwards of a thousand volumes containing books for reference and for outside reading; boys have access to this library at all times during the day, and they are encouraged to use it freely and to take out books for evening study.

Literary

Boarding-school life is universally conceded to have many and important advantages; the very fact, for instance, that to a certain extent a boy is thrown upon his own resources, serves as a preparation for the responsibilities of manhood; again, the free comradeship of boy with boy helps to teach the invaluable lesson of living in right relationship with one's fellows. The objection, however, is some-

*Reading
Department*

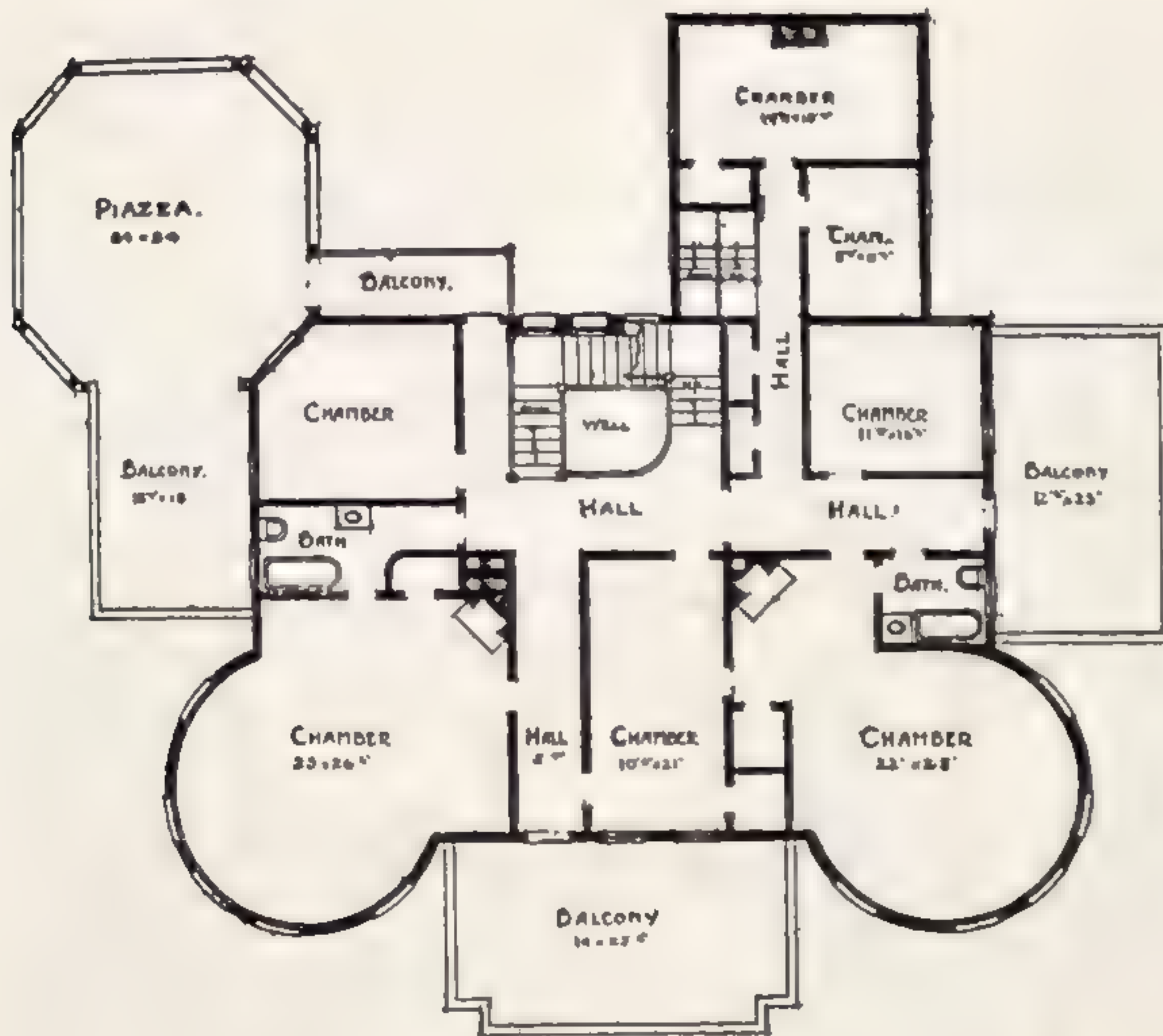
times raised that these advantages are in a measure offset by the lack, during the vitally important years of a boy's life, of the surroundings to which he is accustomed, of the father's sympathetic oversight, of the mother's constant care—in brief, of all those refining influences which are summed up in the word HOME. To meet and overcome this objection and yet to secure



PLAN OF PIERSON HOUSE—FIRST FLOOR.

the best advantages of the boarding-school system, The Washington School plans to make the life of the boys, who are members of the House-Master's family at Pierson House, that of the refined homes from which they come. The cheerful and tasteful decorations, the shady piazzas, the wide halls, the cozy cor-

ners, the numerous fireplaces, in short, all the appointments of the house aid in giving that attractiveness so essential when the School is also a home.



PLAN OF PIERSON HOUSE—SECOND FLOOR.

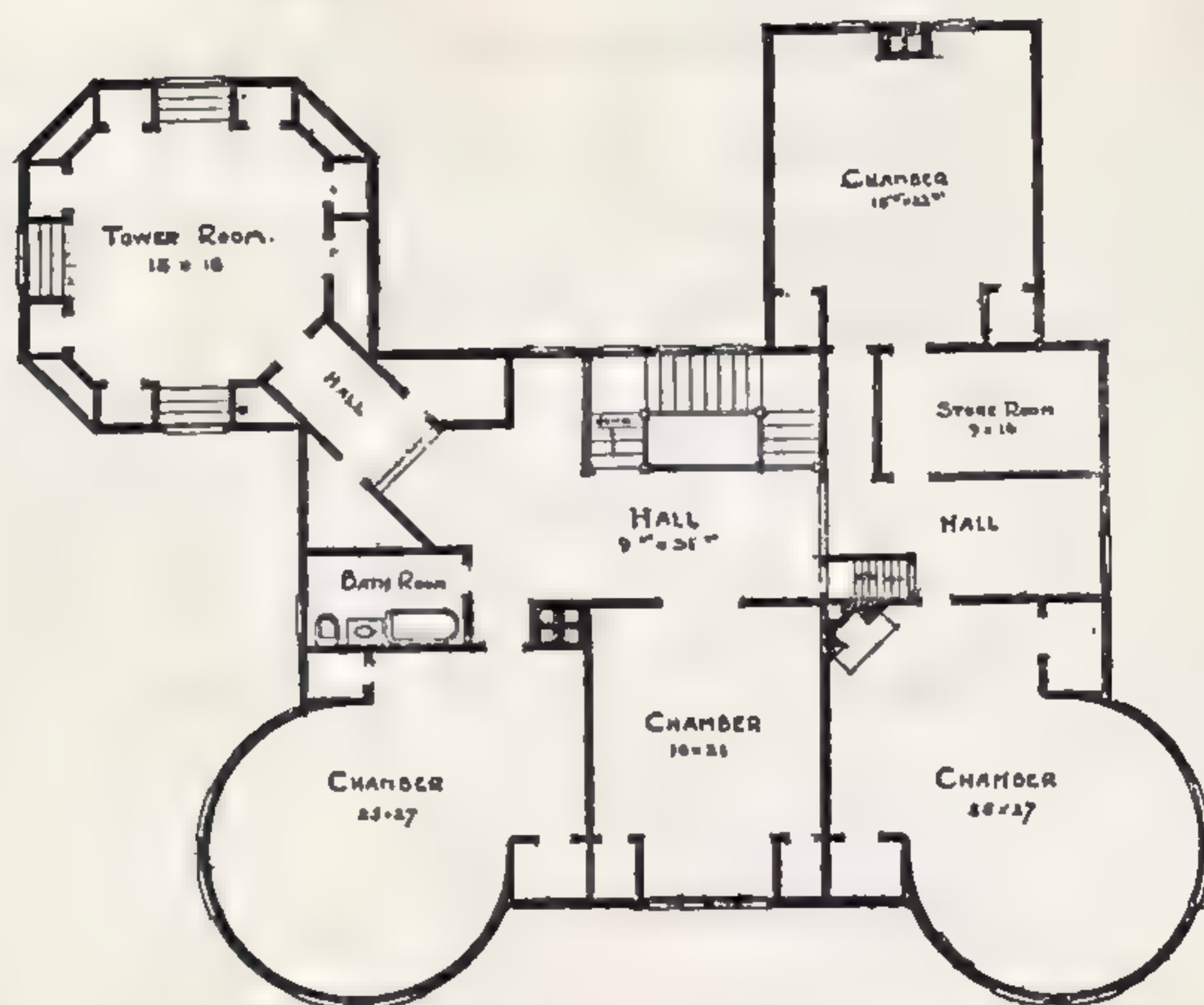
Pierson House is built of the best material and in a most substantial manner. The rooms are large, well-lighted, and airy; it is provided with the finest plumbing, electric lights, and steam heat. On the ground floor are the large reception hall, the dining-room, the billiard-room, and the library, while upstairs are twelve large bedrooms. The table is provided with an abundance of nourishing and well-cooked food, carefully prepared and daintily served; the table and service are made as homelike as possible.

Pierson House

Through its complete and thorough equipment, The Washington School possesses peculiar facilities for taking care of boys

under the usual boarding-school age. Such pupils are under the special charge of the wife of the House-Master and of the Matron who, as far as possible, surround them with a mother's care and influence. The instruction of these younger boys in the Junior School (see page 44), which is under the charge of unusually competent teachers who have made a specialty of their work, is thoroughly abreast with the latest and best ideas in elementary education.

Younger Pupils



PLAN OF PIERSON HOUSE—THIRD FLOOR.

Each evening before the regular study period, the length of which depends upon the age of the pupil, an hour is spent in songs, games, and other forms of amusement. On Saturday, dinner is more formal than on other days; the older boys are expected to appear in evening dress, and the whole evening is devoted to diversions of a social nature; occasionally dances of an informal nature are given. Once a month the boys, under the supervi-

Diversions

sion of a teacher, are allowed in the evening to attend the theatre.

In all that directly or indirectly pertains to religious matters, The Washington School is non-sectarian, and pupils may attend on Sunday morning any church chosen by their parents; in case no choice is made, a boy will be required to attend, with the House-Master's family, St. Alban's Episcopal Church. Week-day evening prayers are conducted by the House-Master just before the regular study period, while after supper on Sundays, pupils gather for a song service, which is supplemented by reading aloud and by informal talks.

Religious Matters

In general the rules of the House are few, but to these prompt and undeviating obedience is expected. In dealing with a boy, appeal is invariably made to that which is highest in his nature. On the assumption that he is a gentleman, he is taught that proper conduct is the only valid claim to this title, and that the title carries with it both privileges and responsibilities.

Rules

The Washington School is situated in one of the most beautiful and most healthful portions of the District of Columbia, where its pupils have the valuable opportunity of ready access to the National Capital, and where, on the other hand, the fundamental advantages of country surroundings are ever present. Immediately adjacent are the extensive athletic grounds, while all about are the woods and fields of the country; yet a short half-hour's ride by a convenient electric road brings the pupil to the very heart of the city. The location of the School thus combines in an unusual degree the advantages of country life and of city culture.

Location

The following letter to the Head-Master from the late Dr. W. W. Johnston, who for many years was one of the leading physicians of Washington, will show that the healthfulness of the spot occupied by the School is all that could be desired: "There is no more healthful region in the neighborhood of Washington. The spot you have chosen is an elevated table-land, overlooking the City, with a rapid fall south and east that insures perfect drainage.

Letter from

Dr. W. W. Johnston

It is just in this area that the largest purchases of real estate have been made in the last few years by persons intending to build summer homes, who have sought for pure air and good drainage and all the other necessary adjuncts to healthful country residences."

In the vicinity of the School are some of the finest suburban residences about Washington. President Cleveland's former home, "Red Top," Admiral Dewey's "Beauvoir," Mrs. Gardiner G. Hubbard's "Twin Oaks," Mr. John R. McLean's "Friendship", and Mr. Charles C. Glover's "Westover" are all within a short distance of the School; so also are the Naval Observatory, the Bureau of Standards, the National Cathedral School for Girls and the American University.

The climate of Washington is well adapted to the needs of a boys' boarding-school. The winters are generally open and mild yet they are not enervating, as is the case further south.

According to a recent summary of the United States Weather Bureau, only three of the seventy-four stations east of the Mississippi have more sunshine than Washington. During the years 1900-1904 the average snowfall was about twelve inches, as compared with more than fifty inches in New England and New York. Moreover, the snow when it does fall generally melts quickly and leaves the ground free for golf and other forms of sport. Thus it can be seen that the climate of Washington is remarkably favorable for outdoor exercise and for the building up of sound bodies and rugged constitutions.

The country within a day's journey of Washington is rich in places of natural and historic interest; here was located the first English settlement in America; here were fought the last battle of the Revolution and the first and the last of the Civil War; here too was situated the Capital of the Confederacy; here lived Jefferson, Lee, and Washington, and here are other places made historic by the great deeds of America's greatest men. Moreover, points of

*Immediate
Surroundings*

Genial Climate

*Historic
Surroundings*

great natural interest like Harper's Ferry, the Caverns of Luray, and the Natural Bridge of Virginia, are all within easy reach of Washington. Pupils of the School may visit, under the guidance of a teacher, these and other places of interest in and about the city (see Excursions, page 34).

Owing to its location at the National Capital, the pupils of The Washington School are able to enjoy the unusual opportunity of attending lectures given by some of the most prominent men connected with the professional, literary, and public life of the country, as well as by distinguished visitors from abroad. It is the policy of the School to invite such men from time to time to address the pupils and to present to them some of the active interests of life with that freshness and vigor that comes only from personal contact with active affairs.

Lectures

But the most obvious and the most far-reaching advantages afforded by the location are those offered by the City of Washington, the Capital of the Nation. It is of no little importance in the subtler training of a boy's intelligence and taste to have at hand such institutions as the Corcoran Art Gallery, the Congressional Library, the Smithsonian Institution, the other great National museums, and the imposing architecture of the public buildings. Visits to these are justly felt to be an important item in the training of boys. Indeed, the fact of living near the National Capital, in close proximity to the great forces that are guiding the whole nation, is of inestimable value in a boy's development. What Congress means, or the House of Representatives, or the Supreme Court—all these phrases take on real meaning when, in his most impressionable years, the boy has the opportunity actually to see the governmental, legislative, and judiciary bodies at work. The youthful mind really requires such concrete and dramatic presentation of these conceptions to grasp the necessary facts of our National Government. A boy living in such an atmosphere obtains a knowledge and an understanding of its principles that no amount of mere reading could give him. Of

*Advantages of
Location at the
National Capital*

great value also is the fact that he is thus interested unconsciously in such themes, so that, even without his knowing it, while he is still young, his mental horizon is broadened and he begins to direct his thoughts to matters that have a real instead of a trivial interest.

The Junior School has been organized and equipped to meet the needs of boys from seven to fourteen years of age; it receives pupils as soon as they leave the Kindergarten and prepares them for the Senior School. The work in the
Junior School Junior School is entirely distinct from that of the Senior School; the boys attending each School have their own teachers, their own class rooms, and their own program of daily work and play; in fact the Junior School and the Senior School constitute two distinct Schools conducted side by side in the same building. Experience has shown that this separation of the younger and the older boys is greatly to the advantage of both.

Arrangements may be made to have a teacher accompany to and from the School such pupils as are considered too young to come alone.

For the benefit of the boys in the Junior School, a study period of three-quarters of an hour is held each afternoon; during this time the boys work under the supervision of one of their teachers, who shows them how to study to the best advantage, answers questions, and gives any necessary assistance. Experience has shown that this study period is of great value, and that a pupil who does not attend, rarely does his school work in a satisfactory way. For this reason the School strongly recommends that this study period be considered a part of the regular work of all day pupils except the youngest. Furthermore, all boarding pupils are required to attend the afternoon study period, and, if necessary, also the morning study period.



The daily program of work in the Junior School is as follows:

- 8.30- 9.05 morning study period.
- 9.05-10.30 recitations and study.
- 10.30-10.40 recess.
- 10.40-11.45 recitations and study.
- 11.45-12.25 recess and luncheon.
- 12.25- 1.25 recitations and study.
- 1.25- 2.25 required gymnastics or athletics.
- 2.40- 3.25 afternoon study period in winter.
- 4.15- 5.00 afternoon study period in the fall and spring.

In the Junior School there are no distinct grades and no fixed curriculum; a boy may recite with one set of pupils in one study, with another set in a second study. Boys, however, who begin their studies in the Junior School, and who remain there until they are promoted to the Senior School, naturally cover about the same ground. The following program of studies shows the way an average boy divides his work during the five years he would ordinarily spend in the Junior School; an unusually bright boy may cover this same ground in four years while others may require six.

FIRST YEAR

LANGUAGE—Capitals, question marks, copying short sentences from story, work taken from reading lessons. No text book.

ARITHMETIC—Combinations and measures of numbers 1 to 25, geometrical terms, denominate numbers (foot, yard, pint, quart, gallon, bush, barrel, cord, cubic foot), signs (+, -, ×, ÷, =), fractional parts of things. Many oral problems. No text book.

READING—Fables, word and sentence method. Textbook: *Lesson and Reader, Graded Literature Reader, Number One*.

SPELLING—Words selected from Reader, written and oral drill.

PHYSICALLY—With special attention to posture and movement.

GEOGRAPHY—Directions from compass and directions, outline maps of school grounds and of trip from home to school, maps to cover state, picture. No text book.

HISTORY—Short biographical stories, reading on teacher and representation by pupi. No text book.

SCIENCE—Nature Study.

FRENCH—Conversational lessons, reading of simple stories. Inductive, Berlitz Method.

SECOND YEAR

LANGUAGE—Abbreviations, letter-writing, nouns, gender, singulars, plurals, adjectives, contractions, kinds of sentences. No text-book.

ARITHMETIC—Reading and writing of numbers to thousands, denominate numbers (simple units of time, length, capacity, value, and weight), multiplication tables to 7's, fractions to twelfths. Oral and written problems. Text-book: Durell and Robbins, Elementary Arithmetic.

READING—Text-book: Judson and Bender, Graded Literature Reader, Number Two.

SPELLING—Words selected from Reader; written and oral drill.

PENMANSHIP—With special attention to free arm movement.

GEOGRAPHY—Thorough study of local geography, land and water forms, work of inland waters, contour forms, forests, deserts, agricultural lands. No text-book.

HISTORY—Biographies, story telling, pictures. No text-book.

SCIENCE—Nature Study.

FRENCH—Conversational lessons, reading of simple stories, memorizing. Berlitz Method.

THIRD YEAR

LANGUAGE—Parts of speech and their properties, compound subjects, predicates, and objects, short stories reproduced, memorizing. Text-book: Maxwell, Introductory Lessons in English Grammar.

ARITHMETIC—Multiplication tables to 12's, measure of numbers to 144, reduction ascending and descending, simple operations in fractions. Oral and written problems, drill for rapidity. Text-book: Durrell and Robbins, Elementary Practical Arithmetic.

READING—Text-book: Judson and Bender, Graded Literature Reader, Number Three.

SPELLING—Words selected from Reader; written and oral drill.

PENMANSHIP—With special attention to free arm movement.

GEOGRAPHY—General contour of North America, its political divisions, products, and principal cities. Visits to Smithsonian Institution and National Museum. Text-book: Redway and Hinman, Elementary Geography.

HISTORY—Reading by class about great men and important events. No text-book.

SCIENCE—Nature Study.

FRENCH—Conversational lessons, reading of simple stories, memorizing. Berlitz Method.

FOURTH YEAR

LANGUAGE—Phrases, conjugation and synopsis of verbs, compound sentences, memorizing, compositions. Text-book: Kittredge and Arnold, The Mother Tongue, Part II.

ARITHMETIC—Roman numbers, multiplication with four-place multiplier, division with three-place divisor, reduction of denominate numbers, simple operations in fractions, decimals; drill, oral and written problems, abstract and concrete. Text-book: Milne, Standard Arithmetic.

READING—Selection from standard works such as Tanglewood Tales, Lamb's Tales from Shakespeare, Longfellow's and Whittier's poems.

SPELLING—Words selected from reading, from composition work, and from spelling books; written and oral drill. Text-books: Lane, National Speller; Penman, Common Words Difficult to Spell.

GYMNASIUM—With special attention to position of body and movement of arms.

GEOGRAPHY—Study of political divisions of North and South America, climate, surface, products, occupation, modes of transportation, commerce, outline maps. Text-book: Redway and Hinman, Elementary Geography.

HISTORY—Elementary study of United States History, visits to places of historical interest. Text-book: Hildreth, Story of American History.

SCIENCE—Simple experiments in elementary physics, weather observations.

FRENCH—Conversational lessons, reading of simple stories, memorizing Berlitz Method.

CURRENT TOPICS—Weekly talks and discussions, led by the Head Master, on the happenings of the day. Visits to Congress and the Government Departments.

MANUAL TRAINING—Modeling in wood from drawings made by pupils.

FIFTH YEAR

LANGUAGE—Grammar, special attention to narrative and descriptive composition work on subjects selected from the reading and history lessons and from the child's experience. Text-book: Hildreth and Arnold, The Mother Tongue, Part II; Woolsey, Foundation Lessons in English.

ARITHMETIC—Review of fractions, decimal numbers, decimal fractions, percentage with its applications, ratio and proportion, metric system, elements of book-keeping. Mental Arithmetic. Text-book: Milne, Standard Arithmetic; Nichols, Arithmetical Problems.

READING—Standard works, such as Wild Animals I Have Known, Jungle Books, A Man without a Country, Marmion, Vision of Sir Launfal.

SPELLING—Words selected from composition work and from spelling books; written and oral drill. Text-books: Lane, National Speller; Penman, Common Words Difficult to Spell.

GYMNASIUM—Special attention to rapid and legible writing.

GEOGRAPHY—Political geography of the continents, tracing of the world's great commercial routes; map drawing, location of important places. Special study of the principal places of interest in London, Paris and Rome, photographs, references to the encyclopedia and to Brockner's Handbooks. Text-book: Redway and Hinman, Advanced Geography.

HISTORY—Formal study of United States History. Text-book: Fiske, History of the United States.

SCIENCE—Simple experiments in elementary physics, weather observations.

FRENCH—Conversational lessons, reading of simple stories, memorizing Berlitz Method.

CURRENT TOPICS—Weekly talks and discussions, led by the Head Master, on the happenings of the day. Visits to Congress and the Government Departments.

MANUAL TRAINING—Modeling in wood from drawings made by pupils.

The Senior School has been organized and equipped to prepare for business life or for higher institutions of learning, boys who have finished the work of the Junior School or who have completed elsewhere such elementary subjects as reading, writing, arithmetic, spelling, and geography.

Senior School

The daily program of work in the Senior School is as follows:

8.30– 9.05 study period for boarding pupils.

9.05–11.10 recitations and study.

11.10–11.20 recess.

11.20–12.40 recitations and study.

12.40– 1.15 recess and luncheon.

1.15– 2.25 recitations and study.

The program of studies of the Senior School for the year 1905–1906 comprises the following courses; the figure after each course indicates the number of periods of class room work per week required; these figures do not, however, represent the relative importance of the courses, as some require much more outside study than others.

*Program of Studies,
Senior School*

ENGLISH

English A. Drill in Penmanship, punctuation, spelling, pronunciation, and the elements of English. Work similar to that done in the Junior School. (For pupils who have had poor preparation in English.) 3*

English B. Grammar, mythology, composition, memorizing. Reading; Longfellow, Tales of a Wayside Inn; Selections from Malory's King Arthur; The Song of Roland; Irving, Legend of Sleepy Hollow and Rip Van Winkle; Macaulay, Lays of Ancient Rome; Palmer, Odyssey.

Text-books: Lockwood and Emerson, Composition and Rhetoric. Gayley, Classics Myths. 4*

English C. Study of representative American authors—Franklin, Irving, Cooper, Webster, Poe, Whittier, Longfellow, Holmes, Hawthorne, and others. Literary history of America. Composition, rhetoric, memorizing.

Text-book: Lockwood and Emerson, Composition and Rhetoric. 4*

* This figure indicates the number of periods of class room work per week.

English D. Literary History of England from Chaucer to Keats with wide reading in the works of representative English authors. Composition, rhetoric, memorizing.

Text-book: Lewis, A General Manual of Composition. 4*

English E. Composition based on the cursory reading of the college entrance requirements. Review of grammar for college examinations. Rhetoric.

Text-books: Hill, Beginnings of Rhetoric and Composition; Whitney, Essentials of English Grammar. 3*

English F. Review of cursory reading. Intensive study of Shakespeare, John Green, Milton, Minor Poets, Burke, Speech on Conciliation, Macaulay, Essay on Milton and Johnson. Composition, lectures, parallel reading, memorizing. 3*

English G. Rhetoric, literary history from the time of Shakespeare. Composition based on extensive reading in English and American authors, memorizing from Palgrave's Golden Treasury (First Series).

Text-book: Hill, Principles of Rhetoric. 4*

HISTORY

History A. History of England from the Norman Conquest to 1900. Recitations, map-work. Collateral reading in Green, History of the English People.

Text-book: Cheney, A Short History of England. 3*

History B. History of the United States. Collateral reading in standard histories, with work in Hart, American History Told by Contemporaries, and other source books. Map-work. Excursions.

Text-books: McLaughlin, History of the American Nation; Elson, Side Lights on American History. 3*

History C. History of Greece to the destruction of Corinth. Political history and institutions, Greek life as expressed in literature and art. Recitations, lectures, map-work, outlines and papers on assigned topics. Collateral reading in Holm, Curtius, Oman and other authorities.

Text-books: Rotaford, History of Greece; Kiepert, Atlas Antiquus. 3*

History D. History of Rome to the Death of Commodus. recitations, lectures, outlines and papers on assigned topics. Collateral readings in Mommsen, Merivale, Froede, and similar works.

Text-books: Rotaford, History of Rome; Myers, Rome, Its Rise and Fall; Kiepert, Atlas Antiquus. 3*

History E. History of England and of the United States, rapid review in preparation for college examinations.

Text-books: Cheney, A Short History of England; McLaughlin, History of the American Nation. 3*

History F. European History from the Germanic Conquests to the beginning of the Seventeenth Century. 3*

* This figure indicates the number of periods of class room work per week.

CIVICS

Civics A. The principles of our Government and the relations to it of the individual. The departments of the Federal Government, the general rights of States and towns, the civil and political rights of a citizen. Visits to the various Government departments, written reports on current topics.

Text-books: Boynton, School Civics; Bryce, the American Commonwealth (abridged edition). 3*

Civics B. Current topics; weekly talks and discussion, led by the Head-Master, on the happenings of the day.

GREEK

Greek A. Elementary work, quantity, accent, vocabularies, declensions, conjugations, exercises from Greek into English and from English into Greek, syntax.

Text-book: White, First Greek Book. 4*

Greek B. Work similar to Greek A continued, simple narrative passages introductory to Xenophon, Xenophon's Anabasis, composition.

Text-books: White, First Greek Book; Morse, Greek Reader; Harper and Wallace, Anabasis; Goodwin, Greek Grammar. 5*

Greek C. Four books of Xenophon's Anabasis finished; selections from the Hellenica and the Cyropædia, translation at sight of Attic Prose, composition, syntax, "forms."

Text-books: Harper and Wallace, Anabasis; Manatt, Hellenica; Pearson, Greek Prose Composition; Goodwin, Greek Grammar. 4*

Greek D. Lysias; Iliad, three to six books; Odyssey, two to four books; prosody, Homeric forms and syntax, translation at sight, composition.

Text-books: Morgan, Lysias; Seymour, Iliad; Seymour, Odyssey; Pearson, Greek Prose Composition; Goodwin, Greek Grammar. 4*

Greek E. Lysias; rapid reading of the Iliad and the Odyssey; selections from Thucydides; the Minor Works of Xenophon; Herodotus. 4*

LATIN

Latin A. Latin words, pronunciation, quantity, accent, declensions, conjugations, comparisons. Latin sentences into English, English into Latin, syntax, translation.

Text-books: Collar and Daniell, First Latin Book; Churchill and Sanford, Viri Romæ. 5*

Latin B. Forms reviewed, syntax, translation. Nepos (15 lives.) Cæsar begun (Books II and III).

Text-books: Greenough, Cæsar; Lindsay, Cornelius Nepos; Allen and Greenough, Grammar. 4*

Latin C. Cæsar completed (Books I and IV); Latin Composition; Ovid at sight; Vergil, Æneid (Books I and II).

Text-books: Daniell, New Latin Composition; Miller, Ovid; Greenough and Kittredge, Vergil. 4*

* This figure indicates the number of periods of class room work per week.

Latin D. Vergil, *Æneid* (III to VI); prosody; Cicero, *Catiline* (I to IV).

Composition.

Text-books: D'Ooge, *Select Orations of Cicero*. 4*

Latin E. Cicero, *Pro Archia* and *Pro Lege Manilia*; Vergil, *Eclogues*; Sallust, *Catiline*. Composition, reviews for college entrance, reading at sight.

Text-book: Cook, *Sallust's Catiline*. 4*

Latin F. Livy (Books I, XXI and XXII); selections from the Latin poets; Cicero's *Letters* or two plays of Plautus; Outlines of Roman Literature, assigned topics, lectures.

Text-books: Lord, *Livy*; Abbott, *Cicero's Letters*; Morris, *Plautus' Pseudolus*; Mackail, *Latin Literature*. 4*

FRENCH

French A. Pronunciation, forms, accidence, conversation, memorizing short selections, translation of easy French from hearing, reading and writing French, regular verbs, the more common irregular verbs.

Text-books: Whitney, *Brief Grammar*; Super, *Reader*. 4*

French B. Reading, conversation, irregular verbs, syntax, exercises in writing French and rendering French into English, with especial attention to French idiom and English form.

Text-books: Super, *Selections*; Larive et Fleury, *Grammaire Française*; La Fontaine, *Les Poètes du 19ème Siècle*; Molière, *L'Avare*; Mérimée, *Columba*; Fénelon, *Télémaque*. 3*

French C. Rapid reading, lectures, essays in French on assigned topics, grammar reviewed, tests.

Text-books: Larive et Fleury, *Grammaire Française*; Marcou, *Morceaux Choisis des Classiques Français*; Corneille, *le Cid*; Racine, *Athalie*; Bossuet, *les Oraisons Funèbres*. 3*

GERMAN

German A. Easy reading, translation at sight, memorizing, elementary grammar.

Text-books: Storm, *Immensee*; Heyse, *L'Arrabbiata*; Gerstäcker, *Germelshausen*; Thomas, *Practical German Grammar*. 4*

German B. Grammar, composition, reading.

Text-books: Jensen, *Die Braune Erica*; Zschokke, *Der Zerbrochene Krug*; Lessing, *Minna von Barnhelm*; Thomas, *Practical German Grammar*; Harris, *German Composition*. 3*

German C. Reading, syntax, composition.

Text-books: Schiller, *Wilhelm Tell*; Goethe, *Sesenheim*; Freytag, *Aus dem Staat Friedrichs des Grossen*; Freytag, *Die Journalisten*; Heine, *Die Harzreise*; Whitney, *Brief German Grammar*; Harris, *German Composition*. 3*

* This figure indicates the number of periods of class room work per week.

MATHEMATICS

Mathematics A. Arithmetic, thorough review, numerous problems.

Text-book: Milne, Standard Arithmetic. 3*

Mathematics B. Algebra; through quadratics.

Text-books: Wells, New Higher Algebra; McCurdy, Exercise Book in Algebra. 4*

Mathematics C. Algebra; through progressions.

Text-books: Wells, New Higher Algebra; McCurdy, Exercise Book in Algebra. 3*

Mathematics D. Algebra; rapid review of elementary subjects, advanced Algebra.

Text-books: Wells, New Higher Algebra; McCurdy, Exercise Book in Algebra. 3*

Mathematics E. Plane Geometry.

Text-book: Phillips and Fisher, Elements of Geometry, abridged edition. 5*

Mathematics F. Logarithms and Trigonometry.

Text-books: Wells, Essentials of Plane and Spherical Trigonometry. (First half-year.) 4*

Mathematics G. Solid Geometry.

Text-book: Chauvenet, Geometry, revised and abridged by W. E. Byerly. (Second half-year.) 4*

PHYSICS

Physics A. Leading facts and principles of elementary physics; mechanics, light, heat, magnetism, electricity. Laboratory work, lecture-table experiments, recitations.

Text-book: Hall and Bergen, Physics. 6*

CHEMISTRY

Chemistry A. Leading facts and principles of elementary inorganic chemistry and their application. Lecture-room experiments, qualitative and quantitative laboratory work by the pupil, recitations.

Text-book: Remsen, Chemistry, Briefer Course. 6*

GEOLOGY

Geology A. The earth as a whole, common minerals and rocks, stratigraphy, geological processes, the geology of the District of Columbia. Lectures, field work, visits to the National Museum, laboratory work.

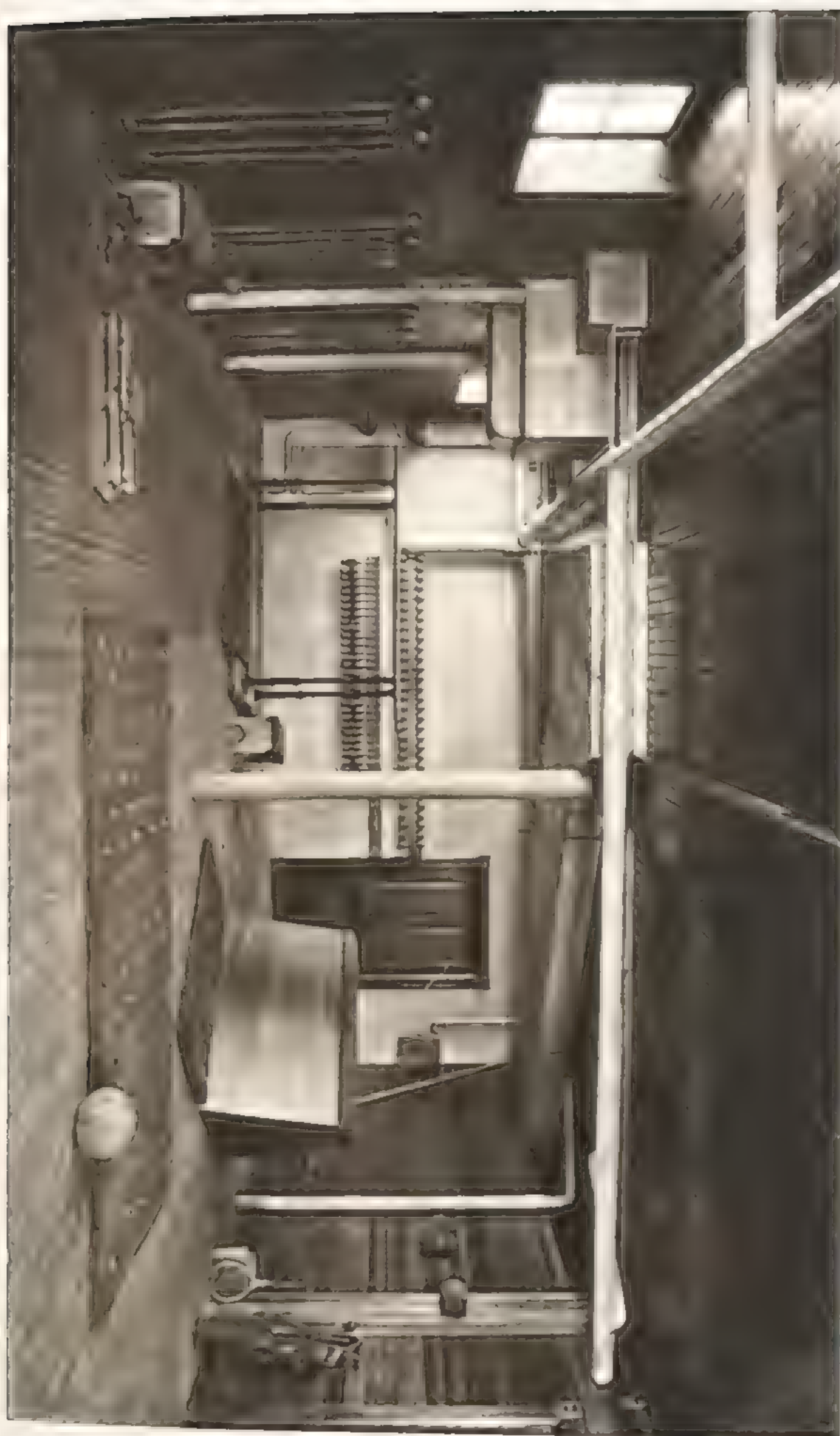
Text-book: Tarr, Elementary Geology. 3*

BOTANY

Botany A. Flowering plants, their structure, physiological processes, methods of pollination, dissemination of seeds; analyses of common plants in the local flora; preparation of a herbarium.

Text-book: Leavitt's, Outlines of Botany. 3*

* This figure indicates the number of periods of class room work per week.



The choice of studies in The Washington School is elective throughout, but boys who enter the lower grades and who are preparing for College or Scientific School naturally take about the same subjects. To give parents an idea of the way a boy's work is generally divided during the five years he would ordinarily spend in the Senior School, the three following schemes of study have been planned. Individual cases are, however, likely to vary widely from any one of these schemes; thus a pupil may elect German instead of French; and some boys may require six years, others but four, to complete the work laid out to cover five.

The figure after each study indicates the number of periods a week of class room work required in that study. For a full description of the different courses see pages 48 to 52.

CLASSICAL SCHEME OF STUDY

For Pupils who are Preparing for Colleges which Require Greek for Admission

Average number of periods a week through the five years, 20.4

First Year	Second Year	Third Year	Fourth Year	Fifth Year
English B 4	English C 4	English D 4	English E 3	English F 3
Latin A 5	Greek A 4	Greek B 5	History C 3	Greek D 4
	Latin B 4		History D 3	Latin E 4
	Mathematics B 4	Latin C 4	Greek C 4	Mathematics E . 5
English A History A History B Civics A Mathematics A Geology A Botany A	English A History A History B Civics A Geology A Botany A	French A 4	Latin D 4	Physics A or French C and German A
any three 9	any one 3	Mathematics C 3	French B 3	. . 6
Mathematics D 3				
18	19	20	23	22

SCIENTIFIC SCHEME OF STUDY

For Pupils who are Preparing for Scientific Schools or for Colleges
which do not Require Greek for Admission

Average number of periods a week through the five years, 19.6

First Year	Second Year	Third Year	Fourth Year	Fifth Year
English B 4	English C 4	English D 4	English E 3	English F 3
Latin A 5	Latin B 4	Latin C 4	Latin D 4	History E 3
	French A 4	French B 3	French C 3	German B 3
English A History A History B Civics A Mathematics A Geology A Botany A	Mathematics B 4 English A History A History B Civics A Geology A Botany A	Mathematics C 3 Chemistry A . . 6	German A 4 Mathematics D 3 Mathematics E 5	Mathematics F } Mathematics G } 4 Physics A 6
any three 9	any one 3			
18	19	20	22	19

ENGLISH AND MODERN LANGUAGE SCHEME OF STUDY

For Pupils who are Preparing for Professional Schools or for
Business Life

Average number of periods a week through the Five Years, 18.2

First Year	Second Year	Third Year	Fourth Year	Fifth Year
English B 4	English C 4	English D 4	English E 3	English F 3
French A 4	French B 3	French C 3	German C 3	English G 4
	German A 4	German B 3	Mathematics D 3	History E 3
English A History A History B Civics A Mathematics A Geology A Botany A	Mathematics B 4 English A History A History B Civics A Geology A Botany A	Mathematics C 3 Chemistry A . . 6	Mathematics E 5 Physics A 6	History F 3 Mathematics F } Mathematics G } 4
any three 9	any one 3			
17	18	19	20	17

PATRONS

SOME OF THE PAST AND PRESENT PATRONS OF THE WASHINGTON SCHOOL

William Stone Abert	408 5th Street, Washington, D. C.
Hon. Frederick I. Allen, <i>Commissioner of Patents</i>	Washington, D. C.
E. B. Alsop	Pittsburgh, Pa.
Gustav Ayres	908 G Street, Washington, D. C.
Hon. Thomas R. Bard, <i>U. S. Senator from California</i>	Hueneme, Cal.
Commander F. E. Beatty, <i>U. S. Navy</i>	Chicago, Ill.
Mrs. Margaretta Beckwith	Garrison-on-Hudson, N. Y.
C. J. Bell, <i>President American Security and Trust Co.</i>	Washington, D. C.
Major John B. Bellinger, <i>U. S. Army</i> .	1839 Vernon Ave., Washington, D. C.
Mrs. E. Gertrude Belrose	5 Dupont Circle, Washington, D. C.
R. H. Binns, <i>Hussey-Binns Shovel Co.</i>	Pittsburgh, Pa.
Alonzo O. Bliss	Bliss Building, Washington, D. C.
Brigadier-General Tasker H. Bliss, <i>President Army War College</i>	Washington, D. C.
Francis T. Bowles, <i>President Fore River Ship and Engine Co.</i> . . .	Quincy, Mass.
Mrs. A. T. Britton	The Woodley, Washington, D. C.
Mrs. Douglas Burne	Malvern, England
Mrs. Helen Churchill Candee . . .	1718 Rhode Island Ave., Washington, D. C.
Mrs. Elizabeth Ten Eyck Carpenter . . .	1327 16th Street, Washington, D. C.
German Hammond Chatterton	Greenville, N. Y.
Robert S. Chew	Riggs National Bank, Washington, D. C.
T. L. Cole, <i>President Statute Law Book Co.</i> .	Colorado Bldg., Washington, D. C.
Horace S. Cooper	Shelbyville, Tenn.
Colonel Robert Craig, <i>U. S. Army (retired)</i>	Washington, D. C.
H. Bradley Davidson	Bethesda, Md.
J. D. Davis, D. D.	Kyoto, Japan.
Mrs. Corinne B. de Garmendia	New York, N. Y.

PATRONS—CONTINUED

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William A. Easterday	Bond Building, Washington, D. C.
James R. Ellerson, <i>Ellerson and Wemple</i>	Washington, D. C.
Charles M. Ffoulke	2013 Massachusetts Ave., Washington, D. C.
A. Walton Fleming	"Gordonsdale," The Plains, Va.
D. A. G. Flowerree	Helena, Mont.
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Charles C. Glover, <i>President Riggs National Bank</i>	Washington, D. C.
Charles E. Hallowell, <i>Vice-President Continental Tobacco Co.</i>	New York, N. Y.
Hon. James R. Hemenway, <i>U. S. Senator from Indiana</i>	Boonville, Ind.
Samuel Hill	Seattle, Wash.
John Franklin Holland	Inter-Oceanic R. R., Pueblo, Mex.
Herman Hollerith	Garrett Park, Md.
H. E. Hooper	London, Eng.
Hon. Albert J. Hopkins, <i>U. S. Senator from Illinois</i>	Aurora, Ill.
Archibald Hopkins, <i>Chief Clerk Court of Claims</i>	Washington, D. C.
W. K. James	St. Joseph, Mo.
D. J. Kaufman	1007 Pennsylvania Ave., Washington, D. C.
William S. Keyser	Pensacola, Fla.
Hon. P. C. Knox, <i>U. S. Senator from Pennsylvania</i>	Valley Forge, Pa.
Samuel Needham Lee	Kansas City, Mo.
Mrs. Henry B. Looker	Washington, D. C.
John R. McLean, <i>President Washington Gas-Light Co.</i>	Washington, D. C.
George C. Maynard	National Museum, Washington, D. C.
Hon. Victor H. Metcalf, <i>Secretary Department of Commerce and Labor</i> , Washington, D. C.	
Mrs. Kate U. Moorhead	1522 Connecticut Ave., Washington, D. C.
Judge D. Ward Northrop	Middletown, Conn.
Hon. Aulick Palmer, <i>U. S. Marshal</i>	Washington, D. C.
A. J. Parsons	Library of Congress, Washington, D. C.

PATRONS—CONCLUDED

Joseph Paul	"Oak Lawn," Washington, D. C.
Hon. Herbert H. D. Peirce, <i>Third Assistant Secretary of State</i> .	Washington, D. C.
John C. Pennie, <i>Pennie and Goldsborough</i>	Washington, D. C.
Major D. C. Phillips	1600 21st Street, Washington, D. C.
Edwin H. Pillsbury	1007 L Street, Washington, D. C.
Robert Portner	Manassas, Va.
Mrs. Lillian McKee Rice	1821 Kalorama Ave., Washington, D. C.
Mrs. Ida L. Sargent	The Stoddert, Georgetown, D. C.
W. O. N. Scott	1711 Connecticut Ave., Washington, D. C.
J. McBride Sterritt, D. D., <i>Professor of Philosophy, George Washington University</i> , Washington, D. C.	
A. C. Stevens	19th Street and Columbia Road, Washington, D. C.
H. S. A. Stewart	Pittsburgh, Pa.
Albert R. Stuart, D. D., <i>Late Rector Christ Church</i>	Georgetown, D. C.
H. G. Squiers, <i>U. S. Minister to Cuba</i>	Havana, Cuba.
N. H. Thompson	910 15th Street, Washington, D. C.
Foss Thompson	2121 Kalorama Ave., Washington, D. C.
Hon. Joseph E. Thropp	Earlston, Pa.
Mrs. John J. Valentine	Oakland, Cal.
Thomas F. Walsh	2020 Massachusetts Ave., Washington, D. C.
John J. Washburn	1606 19th Street, Washington, D. C.
Mrs. Ida M. Williams	Forty Fort, Pa.
Josiah Winchester	Denver, Col.
Orator F. Woodward	Le Roy, N. Y.

CALENDAR, 1905-1906

Thursday, September 28, School opens.

Thursday, November 30, to Sunday, December 3, inclusive,
Thanksgiving vacation.

Saturday, December 23, to Tuesday, January 2, inclusive, Christ-
mas vacation.

Thursday, February 22, Holiday.

Saturday, April 7, to Monday, April 16 (Easter Monday),
inclusive, Easter vacation.

Friday, May 25, School closes for boys not preparing for
College entrance examinations.

Thursday, June 7, School closes for boys preparing for College
entrance examinations.

It is strongly advised that new pupils should present themselves at Dunster Hall on the morning of Wednesday, September 27th, so that ample time may be given for the proper arrangement of their studies.

At the beginning of the fall term and after each vacation boarding pupils must be in attendance the evening before the School opens. Boys are not allowed to remain at Pierson House during the Christmas or Easter vacations except by previous arrangement with the Head-Master.



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TERMS

It is assumed that parents or guardians who place pupils in The Washington School agree to the following terms and conditions.

DAY PUPILS

Tuition, Senior School \$300

Tuition, Junior School—

Boys 8 years of age and under \$100

Boys 9, 10, or 11 years of age \$150

Boys 12 years of age and over \$200

(A boy's age on October 1 determines the rate of tuition.)

Luncheon for the year \$50

BOARDING PUPILS

Board and tuition \$800 to \$1000

The price charged boarding pupils depends wholly upon the location and size of the rooms they occupy; in every other respect all boys enjoy exactly the same advantages.

Pupils, unless entered with a written agreement to the contrary, are received only for the full School year, and parents or guardians in placing their sons or wards in the School thereby become liable, except as noted below, for the charges for the whole school year; no deduction is made if a pupil enters late, or if during the year he is expelled or withdrawn, except that a pupil entering after the Thanksgiving vacation, is charged only from the date of entrance until the close of the school year; and that in the case of absence of six or more consecutive weeks, caused by illness, the loss is divided equally between the patron and the School. There is no division in the school year; at its opening the charges for the whole year become due, but for the convenience of patrons, the payment of one half may be deferred until January first.

In order to retain a place in the School the parent of each boarding pupil is required to make a deposit, before September first, of \$50. If the pupil enters, this sum is deducted from his first term bill. If for any reason he fails to enter, it is refunded, provided the place so reserved is filled to the satisfaction of the Head-Master; otherwise it is forfeited to the School.

The parent of each boarding pupil is required to make a deposit with the School to cover incidental expenses, such as text-books, washing, and other personal charges; an account of the expenditure of this money is rendered twice a year.

Arrangements may be made for instruction at the School in boxing, dancing, fencing, and instrumental and vocal music. No charge is made by the School for excursions in Washington and its immediate vicinity; for longer trips involving a railroad journey each boy is charged \$1.50 a day, together with his own expenses and his share of the expenses of the teacher who accompanies the party.

An annual assessment of ten dollars is levied by The Washington School Athletic Association on each boy in the Senior School, and of five dollars on each boy in the Junior School. See page 32 for the reason for these assessments and the use to which they are put.

For further particulars about The Washington School for Boys, address the Head-Master,

LOUIS LEVERETT HOOPER,

3901 Wisconsin Avenue,

WASHINGTON, D. C.

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